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ABSTRACT

This experience-based career education cross-reference catalog for career education is one of four volumes designed to assist learning coordinators (teachers or work experience instructors) in developing individualized activity sheets for mildly mentally disabled secondary students. Each volume contains a listing of concepts, sub-concepts, interest areas, instructional objectives, on-site and learning-center resources needed, and learning activities. (Subjects of the other three catalogs are personal/social skills [CE 019 711], math [CE 019 712], and English/communications [CE 019 714]. A description of the project that produced these materials is available in the final report [CE 019 710].) (JH)

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CE 019 713

CE 019 713

ED165-001

EXPERIENCE BASED CAREER EDUCATION FOR MILDLY MENTALLY DISABLED

CAREER EDUCATION CROSS REFERENCE CATALOG

Disseminated with the support and research funds of:

CONDUCTOR OF EXEMPLARY GRANTS
Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

Dr. Carl H. Larson, Project Director

1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

Iowa Central Community College (Merged Area V) was the recipient of a Part D Vocational Education Grant to develop, establish and operate model vocational educational programs. The programs were for cooperating secondary schools utilizing the Experience Based Career Education project (Appalachia Educational Laboratory model) for fiscal years 1976-1979.

An additional exemplary project was initiated in March of 1977 as a jointly operated project with Arrowhead Area Education Agency 5 and Iowa Central Community College. The purpose of the new effort was to analyze the potential and demonstrate the components of the EBCE-AEL model for mildly mentally disabled students. The project EBCE-MD includes establishing the procedures, editing and rewriting component parts, developing experience sites, in-service training, implementation and evaluation of all phases.

The EBCE-MD project staff worked with learning coordinators at four different Area 5 community schools to pilot the project: Eagle Grove, Humboldt, Pocahontas, and Storm Lake. Based on the pilot project for the mentally disabled, the present state strategy emerges. In a three year plan, from 1978 to 1981, the EBCE-MD project, training, and materials will be presented as a state strategy to all fifteen Area Education Agencies of Iowa. A framework will be established so that a model project can be established in at least one community in each of those fifteen AEA's. Instructional personnel from each AEA will be trained to continue the project on their own.

This Cross Reference Catalog was developed as a part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. The concepts, sub-concepts and interest areas of EBCE curriculum are listed in this catalog with suggested activities for implementation. As teachers or Work Experience Instructors become Learning Coordinators in the EBCE-MD project, they will discover the need for materials to help initiate programs, services, and activities for their students.

EBCE-MD involves experiential learning...student exploration of mathematics, English communications, personal/social skills and career skills...in the workplace! With careful organization and use of provided materials, a Learning Coordinator can offer a unique learning situation to a special group of students.

INTRODUCTION

The CROSS REFERENCE CATALOG (CRC) is a guide to help the Learning Coordinator (LC) develop individualized activity sheets for each student. It provides the link between the student's objectives (laid out in the Student Program Guide.) By investigating the student's objectives in the CRC, the LC and student can determine some possible learning activities and resources--in the learning center or community--for the development of Activity Sheets.

The learning activities recorded in the CRC are points of departure for students and LCs preparing activity sheets. It is expected that students and LCs would modify the suggested activities to accommodate their own needs, interests, and aptitudes. It should also be noted that the CRC suggests general activities. Thus, students and LCs will develop specific activities or inquiry steps according to the student's individual needs.

There are four (4) volumes of the CRC: Career Education (CE), English Communications (EC), Personal/Social Skills (PS), and Mathematics (MA). Each volume contains a listing of concepts, interest areas and instructional objectives, as well as recources (learning center and community), and learning activities that can be used with mildly mentally disabled secondary students. The interest areas and related instructional objectives are the focus for the suggested resources and learning activities. The objectives and learning activities are not intended to specifically identify the terminal behavior, nor the level of achievement to be attained by the student. Rather, they are to suggest a general objective and plan around which the LC and student can develop specific objectives and learning activities as they relate to each student's needs, interests, and abilities. This approach was taken in order to allow for total personalization of each student's program.

A blank form has been included in the back of each CRC so that LCs may add new sample activities and new local resources to those now listed in the Catalog. The blank form should be used as a "master" from which other blank pages are reproduced as needed. New activities and local resources are written on the forms which are then inserted by "interest area" behind the appropriate page (s) in the CRC.

ACKNOWLEDGEMENTS

This document is a pilot test adaptation of the Career Education Cross Reference Catalog produced by the Experiential Education Division of the Appalachia Educational Laboratory (AEL) in Charleston, West Virginia. The AEL version, on which this cross reference catalog is based, is used in the Experience Based Career Education (EBCE) program which AEL has implemented in over 20 states in the nation.

Iowa Central Community College and cooperating sponsor Arrowhead Area Education Agency 5 of Fort Dodge, Iowa, gratefully acknowledge the cooperation of the AEL. In particular, we recognize the work of Phyllis Kessel for the adaptation of this document. Ms. Kessel, an Educational Development Specialist at AEL, provided on-site assistance to the local revision team.

The local revision team is to be commended:

John Anderson, AEA 5 Work Experience Instructor
Sherri Forbes, AEA 5 Learning Coordinator and EBCE-MD Technical Assistant
Marvin Lewis, AEA 5 Work Experience Supervisor and EBCE-MD Project Advisor

We also acknowledge the extensive cooperation of the Special Needs and Special Education Division of the Department of Public Instruction, particularly Ray Morley, Consultant for Vocationally Handicapped; Dan Kroloff, Chief of Special Needs; and Merry Maitre, Consultant in Mental Disabilities.

Special thanks are extended to Dr. Carl H. Larson, ICCC, Dr. Jack Sanders, AEL, and Quentin Weidner, ICCC whose efforts made this project a reality.

Typing credits to Betty Baldwin, Judy Cosgrove, and Dolores Gregerson of ICCC. Tim Hanneman proofread the copy and Dan Fowler of Arrowhead AEA 5 Media Center printed the final edition.

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.1: Why do people work?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the basic reasons for working.	All Sites		X	-The student, with the aid of an RP, will list five or more reasons why people work.
The student will list the reasons in order of their importance why they will work.		X		-The student will determine the reasons for seeking work as related to their personal situation in desending order of importance.
			X	-The student, with the aid of an RP, will discuss reasons for working with employees at a work site.
			X	-The student, with the aid of an LC, will prepare a survey to be circulated to working women to find out why they work.
	Succeeding in the World of Work pp. 6 - 9 McKnight Publishing Co. Bloomington, Illinois	X		These resources will assist students in understanding why work is important.
	Activities for Succeeding in the World of Work p. 15 McKnight Publishing Co. Bloomington, Illinois	X		
	Career Perspective: Your Choice of Work pp. 6 - 11 and 22 - 29 Wadsworth Publishing Co., Inc. Belmont, California	X		
	Consumer Skills p. 41 Chas. A. Bennett Co., Inc. Peoria, Illinois 61614	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.2: What are five needs or desires one has in regard to employment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify five necessities of life which can be met by being employed.			X	-The student will discuss with the RP the needs they have in life that can be met by being employed.
The student will list five desires or luxuries they would like to have as a result of being employed.			X	-The student will discuss with three co-workers the needs they have in life that can be met by being employed.
The student will list five social reasons for working.		X		-The student will discuss with the LC the needs they have in life that can be met by being employed.
The student will list four psychological reasons for working.			X	-The student, with the aid of an RP, will interview an employee, an employer, a manufacturer and a farmer to find out how each one affects the other in buying and selling, and earning and spending.
		X		-The student, with the aid of an LC, will draw a chart showing the cycle of earning and spending and buying and selling.
	Succeeding in the World of Work pp. 6 - 9 McKnight Publishing Co. Bloomington, Illinois	X		These resources will assist the student in determining the needs they have in regard to employment.
	Career Perspective: Your Choice of Work pp. 6 - 11 Wadsworth Publishing Co, Inc. Belmont, California	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.1.2 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Succeeding in the World of Work pp. 3 - 9 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE: 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.3: How does one assess and analyze the intrinsic and extrinsic rewards of work?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list rewards that come from working.		X		-The student, with the aid of an LC, will list five rewards that are a result of working.
			X	-The student will discuss with the RP the five most important rewards he derives from working.
			X	-The student, with the aid of an RP, will select a group of workers to survey to determine the most important rewards they derive from working.
The student will list, in descending order of importance, the rewards they feel would be most important to them when working.		X		-The student will assign a value to the rewards of working by listing these rewards in descending order of importance.
	Succeeding in the World of Work pp. 3 - 9 McKnight Publishing Co. Bloomington, Illinois	X		These resources will help the student to recognize various rewards that are derived from work.
	Career Perspective: Your Choice of Work pp. 22 - 29 Wadsworth Publishing Co., Inc. Belmont, California	X		

SUBJECT Career Education | CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work | INTEREST AREA CE 1.1.4: How can one assess their interest in a specific occupation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify ways to assess their interest in an occupational cluster. The student will identify ways to assess their interest in an occupation.			X X X	-The student will visit work sites with the LC that are within the chosen cluster. -The student will visit three specific work sites to see workers doing the chosen work. -The student will discuss work situations and jobs with three different persons who have jobs that are of interest to them.
	Student Program Guide Experience Based Career Education pp. 11- 55 Dept. of Public Instruction State of Iowa Des Moines, Iowa	X		These resources will assist students in assessing and analyzing their interest in a specific occupation.
	Your Job: Finding the Right One N-513 Film Your Job: Fitting In N-511 Learning Resource Center Arrowhead Area Education Agency Fort Dodge, Iowa 50501	X		
	Succeeding in the World of Work pp. 13 - 33 McKnight Publishing Co. Bloomington, Illinois	X		
	Activities for Succeeding in the World of Work pp. 21 - 23 McKnight Publishing Co. Bloomington, Illinois	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.1.4 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Career Information Systems of Iowa Iowa Dept. of Public Instruction Grimes State Office Bldg. Des Moines, Iowa 50319	X		
	Preparing for the World of Work pp. 26 - 33 F.R. Publication 705 Superior Street Merrill, Wisconsin 54452	X		
	Dictionary of Occupational Titles Volumes I and II Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		

SUBJECT Career Education

CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work

INTEREST AREA CE 1.1.5: How does one become familiar with a chosen occupation by reading about it?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will select an occupational cluster. The student will select and analyze an occupation within the cluster.		X X X		-The student will read about the selected occupation. -The student will discuss the occupation with the LC. -The student, with the aid of the LC, will write a one-page composition on the selected occupation.
	Real People at Work Occupational Awareness Series Career Development Department Educational Research Council of America Cleveland, Ohio	X		These resources will assist the student in becoming familiar with an occupation by reading about it.
	Semi-Skilled Careers Kit Careers Largo, Florida	X		
	The Job Box Fearon Publishers Belmont, California	X		
	Succeeding in the World of Work pp. 10 - 29 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education

CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work

INTEREST AREA CE 1.1.6: How does the school help to prepare one for future employment or a vocation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will determine how the school can help to prepare one for future employment.		X X X		-The student will discuss future of employment with the guidance counselor at the school. -The student will discuss the future of employment with the work/study teacher. -The student will discuss the future of employment with the LC.
	If You're Not Going to College pp. 76 - 78 Science Research Assoc. Inc. 259 East Erie Street Chicago, Illinois 60611	X		These resources will assist the student to prepare for future employment or a vocation.
	I Quit Illinois Office of Education 100 North First Street Springfield, Illinois 62777	X		
	Getting a Job pp. 1 - 6 Fearon Publishers Belmont, California	X		

SUBJECT Career Education | CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work | INTEREST AREA CE 1.1.7: What are the most important personal characteristics for being successful on the job?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the five most important personal characteristics for being successful on the job.			X	-The student, with the aid of an RP, will list the five most important personal characteristics for being successful on the job.
			X	-The student will discuss with a foreman or supervisor at a site what they consider to be the five most important personal characteristics for being successful on the job.
			X	-The student will discuss with three employees from a work site what the three most important personal characteristics are for being successful.
		X		-The student will state what the five most important personal characteristics are for one to be successful at a work site.
	Going Places with Your Personality Fearon Publishers Belmont, California	X		These resources will assist the student in determining the most important personal characteristics for being successful on the job.
	Career Perspective: Your Choice of Work pp. 98 - 108 Wadsworth Publishing Co., Inc. Belmont, California	X		
	Job Attitudes The Importance of Attitudes - Filmstrip-Cassette Creative Visuals Box 1911 Big Spring, Texas 79720	X		
	The ABC's of Getting & Keeping a Job Filmstrip-Cassette 7-5-G Eye Gate House Jamaica, New York 11435			

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.8: How does one become a good worker?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will determine what factors are necessary for becoming a good worker.			X	-The student, with the aid of an RP, will ask a series of questions of a "successful worker" (i.e. where he works, how long he has worked, what problems he has had on the job, and others).
			X	-The student will interview a former work/study student who has a good work record and determine why that student has had success.
	Don't Get Fired Janus Book Publishers 3541 Investment Blvd. Suite 5 Hayward, California 94545	X		These resources will assist the student in becoming a good worker.
	Getting Along on the Job Filmstrip-Cassette Parts 1-4 Avid Corporation 10 Tripps Lane East Providence, RI 02914	X		
	Keeping a Job Filmstrip 2012A & 2012B Educational Projections Corp. 3070 Lake Terrace Glenview, Illinois 60025	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.9: How is the relationship between temperament and a specific work situation assessed?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify ways to assess their temperments in relation to a specified work situation.			X	-The student will discuss unacceptable behavior of workers with a supervisor, manager or foreman.
		X		-The student will list and define words (i.e. temperment, attitude, fired, argue, criticism, honesty and jealousy).
			X	-The student, with the aid of an RP, will discuss worker characteristics with three employees to determine whether they possess appropriate work characteristics needed for that type of job.
	Preparing for the World of Work pp. 72 - 81 F.R. Publications 705 Superior Street Merrill, Wisconsin 54452	X		These resources will assist the student in determining temperments for specific work situations.
	Don't Get Fired Janus Book Publishers 3541 Investment Blvd. Suite 5 Hayward, California 94545	X		
	Your First Week on the Job Filmstrip-Cassette Parts 1 and 2 Guidance Associates Pleasantville, New York	X		

SUBJECT Career Education

CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work

INTEREST AREA CE 1.1.10: How is aptitude assessed in relation to a specific work situation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will determine ways to assess aptitudes in relation to a specific work situation.		X		-The student will discuss their aptitude for a job cluster with the work/study teacher.
			X	-The student will discuss their aptitude for jobs within a cluster with three employers.
			X	-The student, with the aid of an LC-student designed questionnaire, will discuss three specific jobs within a cluster with employees who hold those jobs.
		X		-The student, with the aid of LC, will complete the Aptitudes Assessment Exercise for the EBCE-MD Program.
		X		-The student, with the aid of an LC, will complete the Social and Prevocational Information Battery.
	Dictionary of Occupational Titles Volumes I and II Supt. of Documents U.S. Government Printing Office Washington, DC 20402	X		These resources will assist the student in assessing their attitudes toward work situations.
	Career Information System of Iowa Iowa Dept. of Public Instruction Grimes State Office Bldg. Des Moines, Iowa 50319	X		
	Student Career Guide Experience Based Career Education Iowa Dept. of Public Instruction Grimes State Office Bldg. Des Moines, Iowa 50319	X		
	Social and Prevocational Information Battery CTB/McGraw Hill DelMonte Research Park Monteray, California 93940	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.11: How does one communicate with co-workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify proper communication techniques when talking with a co-worker.		X		-The student will discuss with the LC proper communication techniques for talking to co-workers.
			X	-The student will discuss with his parents the proper techniques for talking to co-workers.
			X	-The student will discuss ways of communicating with co-workers with two employees at the site.
		X		-For a chosen job, the student will list and define ten terms that are frequently used in that occupation.
	Job Attitudes Developing Good Attitudes Filmstrip-Cassette Part I Creative Visuals Box 1911 Big Spring, Texas 99720	X		These resources will assist the student to identify proper communication techniques with co-workers and a superior.
	World of Work "Making a Good Impression" Set 2, Tape #5 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	Getting Along on the Job Part I - IV Avid Corporation Instructional Systems Division 10 Tripps Lane East Providence, RI 02914	X		
	Succeeding in the World of Work pp. 57 - 58 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.12: How does one communicate with their superior?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify proper communication techniques for talking with a superior.		X		-The student will discuss with the LC proper communication techniques for talking to superiors.
			X	-The student will discuss with his parents the proper techniques for talking to superiors.
			X	-The student, with the aid of an RP, will discuss ways of communicating with a superior (with a person who is in a management position.)
	Job Attitudes Developing Good Attitudes - The Role of the Supervisor Filmstrip-Cassette Creative Visuals Box 1911 Big Spring, Texas 79720	X		These resources will assist students in communicating with their superiors.
	World of Work Supervisors are Human Too Cassette-Workbook 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	Succeeding in the World of Work pp. 52 - 56 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.13: What are the long-range personal career goals to be achieved?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list long-range personal career goals to be achieved.			X	-The student, with the aid of the LC, will list questions to be asked of three people holding specific jobs. The questions will be based on long-range personal career goals each person would like to achieve.
		X		-The student will report information gathered to the LC and list personal long-range career goals he/she wishes to achieve.
	Succeeding in the World of Work p. 102 McKnight Publishing Co. Bloomington, Illinois	X		These resources will help the student to plan long-range personal career goals.
	Facts about Preparing for Your Future - A guide for high school students, counselors, parents Prudential Box #36 Newark, NJ 07101	X		
	Occupation Outlook Handbook U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.14: What are the social demands made of working people?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify social demands made of working people.			X	-The student, with the aid of an RP, will participate in break time and lunch time to observe social demands made of working people.
			X	-The student will discuss with an RP special social demands such as: annual company parties and tours through the work site.
	Career Perspective: Your Choice of Work pp. 12 - 21 Wadsworth Publishing Co., Inc. Belmont, California	X		These resources will assist the student in determining the social demands of working people.
	Real People at Work Truck Driver Career Development Department Educational Research Council of America Cleveland, Ohio	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.15: How does one work at a competitive pace for a full day?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how one works at a competitive pace for a full day.			X	-The student, with the aid of an LC, will write a questionnaire to be given to three employees and a foreman in industry. Questionnaire could include: hours of sleep required, energy saving skills which are helpful, mental attitude necessary, extra jobs to be done when usual responsibilities are completed, etc.
		X		-Using information gathered, the student, with the aid of an LC, will write a paragraph describing how one works at a competitive pace for a full day.
	The ABC's of Getting and Keeping a Job 7-5-G Eye Gate Jamaica, New York 11435	X		These resources will assist the student in knowing how to work at a competitive pace for a full day.
	Career Values: What Really Matters to You Part V Filmstrip-Cassette Guidance Associates 757 3rd Ave. New York, NY 10017	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.16: How does one show self-direction in work?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list ways to show self-direction in his work.			X	-The student, with the aid of an RP, will observe self-employed people and employees working at specific jobs. Using LC prepared check sheets, he will check ways to show self-direction used by each person observed. Check sheet items could include: getting to work on time, asking questions about unfamiliar procedures, completing tasks, working neatly and following directions, working carefully and safely, taking only specified breaks, doing extra jobs when usual responsibilities are completed, etc.
	Activities for Succeeding in the World of Work p. 63	X		These resources will assist the student in learning techniques for self-direction in his work.
	Succeeding in the World of Work pp. 50-55 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education

CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work

INTEREST AREA CE 1.1.17: How does one initiate new tasks?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how to initiate new tasks.			X	-The student, with the aid of an RP, will show ways of initiating new tasks with a supervisor or foreman.
			X	-The student, with the aid of a RP, will observe employees who use a list to check off tasks as completed, who move from one completed task to another independently, and employees who have a foreman who verbally states each task as needed.
		X		-The student, with the aid of an LC, will role-play each method of initiating a new task.
	Activities for Succeeding in the World of Work p. 63	X		These resources will assist student in gaining skills for initiating new tasks.
	Succeeding in the World of Work pp. 50 - 55 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.18: How does one perform simultaneous and sequential tasks?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will illustrate how to perform simultaneous and sequential tasks.			X	-The student, with the aid of an RP, will observe workers who perform specific simultaneous and sequential tasks.
		X		-The student, with the aid of an LC, will list maneuvers which are completed simultaneously. The student will practice the maneuvers in a role-play situation.
		X		-The student, with the aid of an LC, will list tasks to be completed in a sequence. The student will role-play the sequence of tasks and check off each task as it's completed.
	No known material for this interest area.			

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.19: What would lifestyle and leisure time be like in this job situation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the lifestyle and leisure time in this job or situation.			X	-The student, with the aid of an RP, will interview several people doing a specific job to identify their lifestyle and leisure time. Interview questions could include: working hours (time of day or nite, number of hours, days of the week), required dress, days off, vacation days, personal days, sick days, salary, pay days, fringe benefits, overnites away from home, and educational requirements.
	Succeeding in the World of Work pp. 82 and 83 McKnight Publishing Co. Bloomington, Illinois	X		These resources will assist the student in determining what lifestyle and leisure time would be like working in a specific occupation.
	Real People at Work Career Development Dept. Educational Research Council of America Cleveland, Ohio	X		
	Education for Occupations x 335 A-H Filmstrip-Cassette Eye Gate Jamaica, New York 11435	X		
	Career Values: What Really Matters to You Filmstrip-Cassette Parts 1-5 Guidance Associates 757 3rd Ave. New York, NY 10017	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.1.19 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Career Perspective: Your Choice of Work pp. 82 - 83 Wadsworth Publishing Co., Inc. Belmont, California	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.20: What are appropriate hygiene and grooming habits for work?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab	Com	LEARNING ACTIVITY
The student will illustrate appropriate hygiene and grooming habits for work.		X		-The student will discuss appropriate hygiene and grooming habits with the high school home economics teacher or school nurse.
			X	-The student, with the aid of an RP, will observe a group of people doing a specific job to identify the prevalent "image".
			X	-The student, with the aid of an LC prepared check sheet suitable for a specific job, will check the grooming and hygiene habits necessary to achieve the "image".
			X	-The student will make a poster to demonstrate appropriate grooming and hygiene skills required at the site. The RP will evaluate the poster.
	The ABC's of Getting & Keeping a Job 7-5-G Eye Gate House Jamaica, NY 11435	X		These resources will help the student identify appropriate hygiene and grooming habits for work.
	Good Work Habits pp. 74 - 83 Mafex Associates, Inc. 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	My Job Interview Guide Janus Job Interview Guide Revised Edition Janus Book Publishers 25825 Mission Boulevard Hayward, California 94544	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.1.20 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Job Interview: Three Young Men Job Interview: Three Young Women Films Arrowhead Area Education Agency Learning Resource Center Box 1399 Fort Dodge, Iowa 50501	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.1.0: Personal Aspects of Work INTEREST AREA CE 1.1.21: How is good job performance related to good living habits?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will relate job performance to living habits.			X	-The student, with the aid of a RP or social worker, will discuss selected anonymous case studies of workers who perform well and those whose performance needs improvements. The case study will include a summary of living habits. The RP will help the student to understand that good job performance is usually related to good living habits and vice versa.
		X		-The student, with the aid of an LC, will make a bulletin board to show aspects of good job performance and good living habits.
		X		-The student will complete an LC prepared open-ended questionnaire concerning his own living habits.
	Career Perspective: Your Choice of Work pp. 12 - 21 Wadsworth Publishing Co., Inc. Belmont, California	X		These resources will assist the student in determining the relationship between good job performance and good living habits.
	Good Work Habits pp. 97 - 107 Mafex Associates, Inc. 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	Succeeding in the World of Work p. 4 McKnight Publishing Co. Bloomington, Illinois	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.1.21 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Job Attitudes Parts I - III Filmstrip-Cassette Creative Visuals Box 1911 Big Spring, Texas	X		
	Activities for Succeeding in the World of Work p. 13 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.1: What is the relationship between reading skills and employment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the relationship between reading skills and employment.			X	-The student, with the aid of a RP, will examine newspapers (and other written job listings); review job application forms; review bulletins, notices, directions, checks, receipts, statements and other written information included in the routine of a specific job.
		X		-The student will collect various samples of written materials to make a collage. The heading of the collage could be "Reading Skills are Very Important for Employment".
	Interests and Choices pp. 34 - 36 Benefic Press Westchester, Illinois	X		This resource will assist the student in becoming aware of relationship between reading skills and employment.

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.2: How does one prepare for the first day of work?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will illustrate preparations for his first day of work.			X	-The student, with the aid of a RP, will interview several people with a specific job to find out what preparations are necessary and helpful for the first day of work.
		X		-The student, with the help of an LC, will list preparations he will make for his first day of work and prepare a time schedule for each preparation.
			X	-The student, with the aid of an RP, will list hints that would be helpful for the first day on the job.
		X		-The student, with the help of an LC, will write three questions concerning the anxieties of the first day on the job to ask employees.
	Keeping a Job The First Day on the Job 2011A - 2011B Filmstrip-Booklet Educational Projections 3070 Lake Terrace Glenview, Illinois 60025	X		These resources will assist the student in preparing for his first day of work.
	The First Week on the Job Filmstrip-Cassette Guidance Associates Pleasantville, New York	X		
	How to Get a Job and Keep It p. 49 Steck-Vaughn Co. Austin, Texas	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.2 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) World of Work The first few days Cassette-Booklet Mafex Associates, Inc. 90 Cherry Street - Box 519 Johnstown, PA 15907	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.3: What are the tools, equipment, and their use for a chosen occupation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the tools, equipment and their uses for a chosen occupation.			X	-The student, with the help of an RP, will manipulate the tools and equipment for a chosen occupation and observe someone using them.
			X	-The student will demonstrate ability to use available tools and equipment.
		X		-The student will complete an LC prepared crossword puzzle containing equipment and tool terms.
	The Job Box Fearon Publishers Belmont, California	X		These resources will assist the student in knowing about tools, equipment and their use for a chosen occupation.
	Real People at Work Occupational Awareness Series Career Development Department Educational Research Council of America Cleveland, Ohio	X		
	Education for Occupations X335 A-H Eye Gate House Jamaica, New York 11435	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.4: What does an employer expect of a worker's attitude and behavior?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe an employer's expectations of an employee's attitude and behavior.			X	-The student, with the help of an RP, will interview a specific employer to find out what he expects of an employee's attitude and behavior. Interview questions could include: attitudes toward authority figures, other employees; pay, working conditions, the town; behavior could include: wasting materials and time, respect of and safe use of tools, equipment, and manners.
		X		-The student, with the aid of an LC, will write a paragraph describing an employer's expectation of an employee's attitude and behavior.
		X		-The student could complete an LC prepared open-ended questionnaire concerning his own attitude and behavior.
	Activities for Succeeding in the World of Work pp. 62 - 72 McKnight Publishing Co. Bloomington, Illinois	X		These resources will assist the student in knowing what employers expect of employees' attitude and behavior.
	Succeeding in the World of Work pp. 53 - 61 McKnight Publishing Co. Bloomington, Illinois	X		
	Job Attitudes The Importance of Good Attitudes Developing Good Attitudes The Role of the Supervisor Creative Visuals Box 1911 Big Spring, Texas	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.4 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Preparing for the World of Work F.R. Publications 705 Superior St. Merrill, Wisconsin 54452	X		
	Ypur Job "Fitting In" N 511 Film Your Job "You and Your Boss" N 510 Film Learning Resource Center Arrowhead Area Education Agency Fort Dodge, Iowa 50501	X		
	All About OSHA United States Dept. of Labor Occupational Safety & Health Admin. U.S. Government Printing Office Washington, DC	X		
	Getting Along on the Job Parts I - IV Avid Corporation Instructional System Division 10 Tripps Lane East Providence, RI 02914	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.5: What do co-workers expect of another's attitude and behavior?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe a worker's expectations of a co-worker's attitude and behavior.			X	-The student, with the aid of an RP, will interview a worker to find out his expectations of a co-worker's attitude and behavior.
		X		-The student, with the aid of an LC, will list desirable attitudes and behaviors, and undesirable attitudes and behaviors for workers.
	Succeeding in the World of Work pp. 57 and 58 McKnight Publishing Co. Bloomington, Illinois	X		These resources will assist the student in knowing what is expected of co-workers' attitudes and behaviors.
	Getting Along on the Job Parts I - IV Avid Corporation Instructional Systems Division 10 Tripps Lane East Providence, RI 02914	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.6: Why is it important to know fellow workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain why it is important to know fellow workers.			X	-The student, with the aid of an RP, will listen to a specific group of workers discuss the topic "Why it is important to know fellow workers."
		X		-The student, with the aid of an LC, will defend the statement "It is important to know fellow workers" by recalling information gathered from the worker's discussion.
		X		-The student, with the aid of an LC, will answer yes-no questions about relations with fellow workers.
	Activities for Succeeding in the World of Work pp. 62 - 66	X		These resources will help the student to know fellow workers.
	Succeeding in the World of Work pp. 104 - 111 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.7: How does the work site and situation affect the behavior and attitudes expected of an employee?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how the work site and situation affect the behavior and attitudes expected of an employee.			X	-The student, with the aid of a RP, will observe several selected work sites and situations. On an LC prepared check sheet, check off the situations and the resulting observed behavior and attitudes. Check sheet may include work site and situations; neat, orderly, cluttered, safe, attractive, unattractive, pleasant, friendly, accepting, economical, formal, informal, behaviors and attitudes; positive, negative, careless, messy, neat, wasteful, accepting, distant, friendly.
		X		-With the aid of an LC, the student will draw a conclusion as to how the work site and situation affect the behavior and attitudes expected of an employee.
	Job Attitudes The Importance of Attitudes, Part III Creative Visuals Box 1911 Big Spring, Texas	X		
	Career Values: What Really Matters to You Parts 1 - 5, Filmstrip-Cassette Guidance Associates 757 3rd Ave. New York, NY 10017	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.8: What are pressures, strains, and anxieties of a job?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify problems on the job.			X	-The student, with the aid of an RP, will review case studies of specific problems on the job. The student will discuss the problems and then list them.
The student will explain how problems can be recognized.			X	-The student, with the aid of an RP, will discuss things to be aware of which lead to problems, such as: co-worker misunderstandings, work load, raises, promotions, lack of ability for specific part of job, loss of interest in job, unexpected annoyances.
The student will identify pressures, strains and anxieties of a job.			X	-The student, with the aid of an LC, will listen to a specific group of workers discuss pressures strains and anxieties of a job. The student wil list them as discussed.
	World of Work Series Too Much Talk Don't Blow Your Cool The Magic Words that get you Fired Excuses Mafex Associates, Inc. 90 Cherry St., Box 519 Johnstown, PA 15907	X		These resources will assist the student in knowing what the pressures, strains and anxieties are of a job.
	On the Job pp. 23 - 29 Frank E. Richards Pub. Phoenix, New York	X		
	Succeeding in the World of Work pp. 76 - 79 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.9: What are differences in working conditions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe different working conditions.			X	-The student, with the aid of an RP, will visit several work sites to observe differences in working conditions such as safety, appearance of site, size of site, personnel, number of employees, length of shifts, length and number of breaks and business-like or casual atmosphere.
		X		-The student, with the aid of an LC, will summarize differences observed by answering LC prepared questions.
	Education for Occupations X335 A-H Filmstrip-Cassette Eye Gate House Jamaica, New York 11435	X		These resources will assist the student in determining differences in working conditions.
	The Job Box Fearon Publishers Belmont, California	X		
	Real People at Work Career Development Department Educational Research Council of America Cleveland, Ohio	X		
	Semi-Skilled Careers Kit Careers Largo, Florida	X		
	Teen-Agers at Work Frank E. Richards Pub. Co., Inc. Phoenix, New York 13135	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.10: What do employment terms such as work schedules, salary policies, qualifications, requirements, skills, fringe benefits and overtime mean?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define employment terms.			X	-The student will discuss with an employer the meaning of employment terms such as work schedules, salary policies, qualifications, requirements, skills, fringe benefits and overtime.
		X		-The student will complete an LC prepared word find containing employment terms.
	Help Yourself To a Job pp. 61 - 76 Finney Co. 3350 Gorham Ave. Minneapolis, MN 55426	X		These resources will help the student to learn the meaning of employment terms.
	The ABC's of Getting and Keeping a Job Filmstrip-Cassette 7-5-A Eye Gate House Jamaica, New York 11435	X		
	Getting a Job pp. 50 - 52 Fearon Publishers Belmont, Calif.	X		

SUBJECT Career Education

CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place

INTEREST AREACE1.2.11: What are the safety precautions, rules, regulations, and physical conditions of a given job situation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will state the safety rules, precautions, regulations and physical conditions of a given job situation.			X	-The student will discuss with an employer of a specific job the safety rules, precautions, regulations and physical conditions.
		X	X	-The student, with the aid of an LC, will review written information pertaining to the job site concerning safety rules, precautions, etc.
	On the Job pp. 30 - 32 Frank E. Richards Pub. Co., Inc. Phoenix, New York	X		These resources will assist the student in learning safety precautions, rules, regulations, and physical conditions of a given job.
	All About OSHA U.S. Department of Labor Occupation Safety & Health Admin. U.S. Government Printing Office Washington, DC	X		
	World of Work - Set 3 Tape #2 Safety Mafex Associates 90 Cherry St. - Box 519 Johnstown, PA 15907	X		
	The Disorderly Worker - N5114 Film	X		
	The Forgetter - N5111 Film Learning Resource Center Arrowhead Area Education Agency Fort Dodge, IA	X		
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SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.11 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Activities for Succeeding in the World of Work pp. 143 - 156	X		
	Succeeding in the World of Work pp. 112 - 127 McKnight Publishing Co. Bloomington, Ill.	X		
	Keeping a Job Filmstrip-Cassette 2013A and B Educational Projections 3070 Lake Terrace Glenview, Ill. 60025	X		

SUBJECT Career Education

CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place

INTEREST AREA CE 1.2.12: What are the correct procedures for notifying an employer when ill?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the correct procedures for notifying an employer when ill.			X	-The student will discuss with an employer the correct procedures for notifying him when ill.
		X		-The student, with the aid of an LC, will list the correct procedures for notifying an employer when ill.
		X		-The student will number in order the steps for notifying an employer when ill.
	Getting Along on the Job Part II Avid Corporation 10 Tripps Lane East Providence, RI 02914	X		These resources will assist the student in knowing the correct procedures for notifying an employer when ill.
	The ABC's of Getting and Keeping a Job 7 - 5 - G Eye Gate House Jamaica, New York 11435	X		
	Keeping that Job p. 16 - 22 Educational Opportunities Div. Follett Publishing Co. Chicago, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.13: What are reasons for workers to consider changing jobs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list reasons for changing jobs.			X	-The student will ask several employees and employers to tell reasons for changing jobs and record their answers.
		X		-The student, with the aid of an LC, will check legitimate reasons for changing jobs and cross out those which are not.
			X	-The student will interview a person who has additional training that would enable the worker to change jobs.
	Keeping That Job pp. 23 - 32 Educational Opportunities Div. Follet Publishing Co. Chicago, IL	X		These resources will assist the student in discovering reasons for changing jobs.
	Career Perspective: Your Choice of Work pp. 165 - 195 Wadsworth Publishing Co., Inc. Belmont, Calif.	X		
	Changing a Job Turner Career Guidance Series Follett Publishing Co. Chicago, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.14: What are some techniques that can be used to respond to job termination?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain techniques that can be used to respond to job termination.			X	-The student will interview several employers and employees to find out proper ways to respond to job termination.
		X		-The student, with the aid of an LC, will list steps to be used in responding to job termination and then role-play a situation in which the student follows these steps.
	Job Attitudes Part I Creative Visuals Box 1911 Big Springs, Texas 79720	X		These resources will help the student identify techniques that can be used to respond to a job termination.
	Interview Guide pp. 5 - 16 Janus Book Publishers 25825 Mission Boulevard Hayward, Calif. 94544	X		
	My Job Application File Janus Book Publishers 25825 Mission Boulevard Hayward, Calif. 94544	X		
	Resumes that Get Jobs Arco Publishing Company, Inc. 219 Park Ave. So. New York, NY 10003	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.14 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Unemployment is Non-Cents pp. 75 - 80 Cal Central Press 2629 5th St. P.O. Box 551 Sacramento, Calif.	X		
	World of Work Set 1, Tape 13 and 14 Giving Notice The Fast Exit Cassette Mafex, Inc. 90 Cherry St. - Box 519 Johnstown, PA 15907	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.15: What regulations does the "state" apply to workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list regulations the "state" applies to workers.			X	-The student will discuss with employees and/or employers state regulations which apply to workers.
		X		-The student, with the aid of an LC, will verbally list state regulations which apply to workers.
	Guide for Issuing Work Permits Iowa Bureau of Labor Child Labor Division East 7th and Court Ave. Des Moines, IA 50319	X		These resources will assist the student to become familiar with regulations the state applies to workers.
	Preparing for the World of Work pp. 82 - 89 F.R. Publications 705 Superior St. Merrill, Wisconsin 54452	X		
	Code of Iowa Chapter 92 Iowa Bureau of Labor East 7th and Court Ave. Des Moines, IA 50319	X		

SUBJECT Career Education CONCEPT CE 1.G.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.16: What state taxes apply to workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify state taxes which apply to workers.			X	-The student will visit with a bookkeeper to find out what state taxes apply to workers.
			X	-The student, with the aid of an RP, will look at a payroll check stub and point out the state taxes which apply to workers.
		X		-The student, with the aid of an LC, will calculate the state tax deduction on a specific worker's salary.
	Iowa Individual Income Tax Return Iowa Department of Revenue Lucas State Office Building Des Moines, IA 50319	X		These resources will assist the student in becoming familiar with state taxes for workers.
	Iowa Income Tax Withholding Table Iowa Department of Revenue Lucas State Office Building Des Moines, IA 50319	X		
	Preparing for the World of Work pp. 90 - 102 F.R. Publications 705 Superior St. Merrill, Wisconsin 54452	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.17: What are state regulations concerning worker benefits, e.g. workman's compensation, and unemployment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list state regulations concerning worker benefits, workman's compensation and unemployment.			X	-The student will discuss with an employer state regulations concerning worker benefits, workman's compensation and unemployment.
		X		-The student, with the aid of an LC, will review published material listing state regulations concerning worker benefits, workman's compensation and unemployment.
	Unemployment Insurance Iowa Employment Security Com. 1000 East Grand Ave. Des Moines, IA 50319	X		These resources will assist the student in becoming familiar with state regulations concerning worker benefits.
	The Iowa Workman's Compensation Act Brochure Industrial Commissioner State Capital Complex 610 Des Moines Street Des Moines, IA 50319	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.18: What regulations does the federal government apply to workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the federal government regulations which apply to workers.			X	-The student will discuss with an employer federal government regulations which apply to workers at the site.
		X		-The student, with the aid of an LC, will review published materials listing federal government regulations which apply to workers.
		X		-The student will cut up a pamphlet and glue the regulations on newsprint to make his list.
	Handy Reference Guide to the Fair Labor Standards Act U.S. Department of Labor Employment Standards Admin. Wages and Hour Division W.H. Publications 1282 U.S. Government Printing Office Washington, DC 20402	X		These resources will assist the student in knowing what regulations the federal government applies to workers.
	A Guide to Child Labor Provisions of the Fair Labor Standards Act U.S. Department of Labor Employment Standards Admin. Wage & Hour Div. Bulletin 101 U.S. Government Printing Office Washington, DC 20402	X		
	Special Minimum Wages for Handicapped Workers in Competitive Employment Title 29 Part 524 Code of Federal Regulations U.S. Department of Labor Employment Standards Admin. Wage & Hour Division Washington, DC 20210	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.18 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Employment of Student Learners Title 29 Part 520 Code of Federal Regulations U.S. Department of Labor Employment Standards Admin. Wage & Hour Division Washington, DC 20210	X		
	Occupations Particularly Hazardous for the Employment of Minors Between 16 and 18 Years of Age or Detrimental to Their Health or Well Being Title 29 Part 570 Sub-part E Code of Federal Regulations U.S. Department of Labor Wage & Hour Division Washington, DC 20210	X		
	Child Labor Violations Federal Register Volume 40 No.118 U.S. Department of Labor Wage and Hour Division Washington, DC 20210	X		
	Succeeding in the World of Work pp. 302 - 321 McKnight Publishing Co. Bloomington, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.19: How do federal taxes affect workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will show how federal taxes affect workers.			X	-The student will visit with a bookkeeper at the site to find out what federal taxes apply to workers.
			X	-The student, with the aid of an RP, will look at a payroll check stub and point out the federal taxes which apply to workers.
			X	-The student, with the aid of an RP, will calculate the federal tax deduction on a specific worker's salary using the various government charts issued for this process.
	Activities for Succeeding in the World of Work pp. 215 - 225 McKnight Publishing Co. Bloomington, IL	X		These resources will help the student to know what federal taxes affect workers.
	Succeeding in the World of Work pp. 209 - 226 McKnight Publishing Co. Bloomington, IL	X		
	Getting a Job pp. 84 - 87 Fearon Publishers Belmont, Calif.	X		
	Federal Income Tax Form 1040A Dept. of the Treasury Internal Revenue Service P.O. Box 24711 Kansas City, MO 64131	X		
	Succeeding in the World of Work pp. 209 - 226 McKnight Publishing Co. Bloomington, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.20: How does Social Security affect workers?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will show how Social Security affects workers.			X	-The student will discuss with an employer the Social Security deduction and benefits as they apply to workers.
		X		-The student, with the aid of an LC, will review Social Security benefits and compute the Social Security deductions from a specific salary.
	Preparing for the World of Work pp. 90 - 102 F.R. Publications 705 Superior St. Merrill, Wisconsin 54452	X		These resources will assist the student in knowing how Social Security affects workers.
	Your Social Security Brochure U.S. Dept. of Health, Education & Welfare Social Security Admin. Part II, (SSA) 74-10035 Washington, DC	X		
	Changing a Job pp. 28 and 29 Follett Publishing Co. Chicago, IL	X		
	I Want a Job Transparency #4 Mafex Associates, Inc. 90 Cherry St. - Box 519 Johnstown, PA 15907	X		
	Succeeding in the World of Work pp. 227 - 246 McKnight Publishing Co. Bloomington, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.21: What is collective bargaining?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define collective bargaining.			X	-The student will visit with the chairperson or member of a collective bargaining unit to find out what collective bargaining means.
		X	X	-The student, with the aid of an LC, will write a definition of collective bargaining. The RP will evaluate the final definition.
	Succeeding in the World of Work pp. 59 and 60 McKnight Publishing Co. Bloomington, IL	X		This resource will assist the student in learning the meaning of collective bargaining.

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.22: What is the function of labor unions?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list the functions of labor unions.			X	-The student will interview a member of a labor union to find out and record functions.
		X		-The student, with the aid of an LC, will list on the chalkboard the functions of labor unions.
		X		-The student will complete an LC prepared open-ended questionnaire concerning his feelings toward joining a professional or union group.
	Keeping a Job Filmstrip-Booklet 2014 A and B Educations Projections Corp. 3070 Lake Terrace Glenview, IL 60025	X		These resources will assist the student in determining the function of labor unions.
	The ABC's of Getting & Keeping a Job Filmstrip-Cassette 7-5-7 Eye Gate House Jamaica, NY 11435	X		
	Help Yourself to a Job Part II pp. 61 - 76 Finney Company 3350 Gorham Ave. Minneapolis, MN 55426	X		
	Succeeding in the World of Work pp. 59 and 60 McKnight Publishing Co. Bloomington, IL	X		
	The Role of the Union 2014A Filmstrip Educational Projections 3070 Lake Terrace Glenview, IL 60025	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.22 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	The ABC's of Getting and Keeping a Job Labor Union Filmstrip Eye Gate House Jamaica, NY 11435	X		
	World of Work Unions and Employee Association Cassette-Booklet Set 3 Tape 9 Mafex Associates 90 Cherry St. - Box 519 Johnstown, PA 15907	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.23: How does one gain membership in a professional or union group?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how to gain membership in a professional or union group.			X	-The student will interview a chairperson or member of specific professional and union groups to find out how to gain membership.
		X		-With the aid of an LC, the student will list steps to gaining membership in a professional and union group, and then role-play the steps.
	Succeeding in the World of Work pp. 59 - 61 McKnight Publishing Co. Bloomington, IL	X		These resources will help the student to know how to gain membership in a professional or union group.
	Use all the references from 1.2.22 (the previous interest area)	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.24: What are advantages and disadvantages of membership in professional and union groups?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will state advantages and disadvantages of membership in professional and union groups.			X	-The student will interview several members of professional and union groups, and record advantages and disadvantages of membership.
		X		-The student, with the aid of an LC, will debate the topic "Membership in professional and union groups is desirable."
		X		-The student will classify a list of advantages and disadvantages under the appropriate heading: "advantages & disadvantages."
	Preparing for the World of Work F.R. Publications pp. 103 - 110 705 Superior St. Merrill, Wisconsin 54452	X		These resources will help the student to determine what the advantages and disadvantages are of being a member of a professional or union group.
	Help Yourself to a Job pp. 61 - 76 Finney Company 3350 Gorham Ave. Minneapolis, MN 55426	X		
	Keeping a Job The Role of the Union Filmstrip and Record Sheets Educational Projections	X		
	Succeeding in the World of Work pp. 59 - 61 McKnight Publishing Co. Bloomington, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.25: How does one get information on current wage and hour regulations?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe a procedure for securing information on current wage and hour regulations.			X	-The student will visit with an employer or school superintendent to find out steps in securing information on current wage and hour regulations.
		X		-With the aid of an LC, the student will recall steps in securing information on current wage and hour regulations, and develop a procedure by putting the steps in logical sequence.
		X		-The student will role-play steps in securing information on current wage and hour regulations.
	Use the same references as those on 1.2.18 and 1.2.15	X		These resources will assist the student in getting information on current wage and hour regulations.

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.26: What are examples of fringe benefits?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will give examples of fringe benefits.			X	-The student will visit with three employees of different companies to list fringe benefits given to workers.
		X		-The student will make a collage depicting fringe benefits.
		X		-The student will complete an LC prepared word scramble using fringe benefit terms.
	Keeping a Job Filmstrips 2015A and 2015B Educational Projections Corp. 3070 Lake Terrace Glenview, IL 60025	X		These resources will assist students in becoming familiar with fringe benefits.
	The ABC's of Getting and Keeping a Job 7-5-F Labor Unions Eye Gate House Jamaica, NY 11435	X		
	Help Yourself to a Job Part II pp. 43 and 44 Finney Company 3350 Gorham Ave. Minneapolis, MN 55426	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.27: What are unemployment benefits?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will give examples of unemployment benefits.			X	-The student will discuss unemployment benefits with an employment counselor at the Job Service of Iowa.
			X	-With the aid of an RP, the student will collect examples of unemployment benefits.
		X		-The student will answer LC prepared questions concerning unemployment benefits.
	Unemployment Insurance Facts for Workers Iowa Employment Security Comm. 1000 East Grand Ave. Des Moines, IA 50319	X		These resources will help the student determine what unemployment benefits are.
	Succeeding in the World of Work pp. 237 - 246 McKnight Publishing Co. Bloomington, IL	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.28: What are the services of the state employment agency?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the services of the state employment agency.			X	-The student will tour the Job Service of Iowa and discuss with an employee the services of the agency.
			X	-The student will discuss with the RP the services the state employment agency provides for the site.
		X		-The student will answer LC prepared questions concerning services of the state employment agency.
	Why Young People Fail to Get and Hold Jobs Brochure The Right Job for You Brochure Prepare Yourself for a Job Interview Brochure Job Hunting Know-How for Beginners Unemployment Insurance Facts for Workers Job Service of Iowa 1000 East Grand Ave. Des Moines, IA	X		These resources will assist the student in knowing what the services of the state employment agency are.

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.29: Why is it important to be punctual and dependable?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain why it is important to be punctual and dependable.			X	-The student will discuss reasons for being punctual and dependable with three employees and three employers.
		X		-The student, with the aid of an LC, will debate the topic "It is important to be punctual and dependable."
	Succeeding in the World of Work pp. 50 - 55 Activities for Succeeding in the World of Work pp. 60 - 66 McKnight Publishing Co. Bloomington, IL	X		These resources will help the student to determine why it is important to be punctual and dependable.
	Getting Along on the Job Filmstrip-Cassette A2201G Avid Corporation 10 Tripps-Lane East Providence, RI 02914	X		
	Career Values: What Really Matters to You Part V Guidance Associates 757 3rd Ave. New York, NY 10017	X		
	How to Get a Job and Keep It pp. 54 and 55 Steck-Vaughn Co. Austin, Texas	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 1.2.29 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) On the Job pp. 2 and 3 Frank E. Richards Publishing Co. Phoenix, NY 13135	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.30: How does one demonstrate company loyalty?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe ways to demonstrate company loyalty.			X	-The student will discuss with the company president, owner, manager and/or employees ways to demonstrate company loyalty.
		X		-With the aid of an LC, the student will role-play ways to demonstrate company loyalty.
	Job Attitudes Parts I, II and III Filmstrip-Cassette Creative Visuals Box 1911 Big Spring, Texas	X		These resources will assist the student in determining ways to demonstrate company loyalty.
	Succeeding in the World of Work Activities for Succeeding in the World of Work pp. 67 and 68 McKnight Publishing Co. Bloomington, IL	X		
	On the Job pp. 19 - 34 Frank E. Richards, Publisher Phoenix, NY	X		
	Job Attitudes Importance of Attitudes, Part III Creative Visuals Box 1911 Big Spring, Texas	X		

SUBJECT Career Education CONCEPT CE 1.0.0: Career Awareness

SUBCONCEPT CE 1.2.0: The Work Place INTEREST AREA CE 1.2.31: How are businesses organized to meet their purposes?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how businesses are organized to meet their purposes.			X	-The student will interview the RP to find out how the business is organized to meet its purposes.
			X	-The student, with the aid of an RP, will list departments and worker titles which are used to organize the business.
	Job Attitudes Part I Box 1911 Big Spring, Texas	X		These resources will assist the student in becoming familiar with how businesses are organized to meet their purposes.
	World of Work Structure of a Company Mafex Associates, Inc. 90 Cherry St. - Box 519 Johnstown, PA 15907	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.1: How are work interest areas separated into job clusters?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify work interest areas which form a job cluster.			X	-The student, with the aid of an LC, will develop a questionnaire to interview a personnel director to find out some work interest areas which are desirable for a specific job.
		X		-The student, with the aid of an LC, will match a given job with its appropriate cluster in several examples.
		X		-The student, with the aid of an LC, could prepare a bulletin board depicting work interest areas which form job clusters.
	Semi-Skilled Careers Kit Careers Largo, Florida	X		These resources will help the student learn how work interest areas are separated into job clusters.
	Succeeding in the World of Work pp. 10 - 29 McKnight Publishing Co. Bloomington, Illinois	X		
	Career Information System of Iowa Iowa Dept. of Public Instruction Grimes State Office Building Des Moines, IA 50319	X		
	The Job Box Fearon Publishers Belmont, California	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.1 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Career Information System of Iowa Career Education Dept. of Public Instruction Des Moines, IA	X		
	Careers For All Plans for the Future pp. 36 - 38 Benefic Press Westchester, Illinois	X		
	Careers for All Alike and Different pp. 79 - 83 Benefic Press Westchester, Illinois	X		
	Real People at Work Occupational Awareness Series Career Development Department Educational Research Council of America Cleveland, Ohio	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.2: How could Career Information System of Iowa (CISI) help one select a career cluster to explore?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how (CISI) could help one select a career cluster to explore.		X		-The student, with the aid of an LC, will use the CISI to select a career cluster to explore.
	Career Information System of Iowa Iowa Dept. of Public Instruction Grimes State Office Building Des Moines, IA 50319	X		The CISI will help the student select a career cluster to explore.

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.3: What is the meaning of skilled, semi-skilled, and unskilled labor?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define skilled, semi-skilled, and unskilled labor.			X	-The student will observe skilled workers, semi-skilled workers and unskilled workers present at the site.
		X		-The student, with the aid of an LC, will fill-in-the blanks of an LC prepared worksheet with the words "skilled", "semi-skilled", and "unskilled workers."
		X		-The student will complete an LC prepared work scramble using the terms "skilled", "semi-skilled" amd "unskilled."
			X	-The student, with the aid of an RP, will label each of ten occupations which are found at the site as being skilled, semi-skilled and unskilled.
		X		-The student, with the aid of an LC, will take pictures of people in skilled, semi-skilled and unskilled labor and prepare a poster with headings and pictures.
	Occupational Outlook Handbook Supt. of Documents U.S. Government Printing Office Washington, DC 20402	X		These resources will assist the student in becoming familiar with terms such as skilled, semi-skilled and unskilled labor.
	Preparing for the World of Work F.R. Publications 705 Superior St. Merrill, Wisconsin 54452	X		
	Succeeding in the World of Work pp. 279 - 285 McKnight Publishing Co. Bloomington, Illinois	X		
	Help Yourself to a Job pp. 7 - 26 Finney Company 3350 Gorham Ave. Minneapolis, MN 55426	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.4: How are job openings advertised?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will state ways job openings are advertised.			X	-The student will visit with a job service employer and / personnel person to find out ways job openings are advertised.
		X		-The student, with the aid of an LC, will make a collage of different types of job opening advertisements.
	How to Get a Job and Keep It pp. 12 - 23 Steck-Vaughn Co. Austin, Texas	X		These resources will help the student to become familiar with how job openings are advertised.
	The ABC's of Getting and Keeping a Job Filmstrip-Cassette 7-5-B Eye Gate House Jamaica, New York 11435	X		
	Classified Section Newspapers	X		
	How to Get a Job pp. 10 - 13 A Handy Guide for Job Seekers The President's Committee on Employment of the Handicapped Washington, DC	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.4 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	You and Your Job pp. 1 - 11 South-Western Publishing Co. Cincinnati, Ohio	X		
	Using the Want Ads pp. 5 - 36 Janus Book Publishers Hayward, California	X		
	I Want a Job pp. 7 - 12 Frank E. Richards Phoenix, New York	X		
	Getting a Job pp. 47 - 56 Fearon Publishers Belmont, California	X		
	The Jobs You Get pp. 30 - 33 Follet Publishing Co. Chicago, Illinois	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.5: How does one use the classified ads when looking for employment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how to use classified ads when looking for employment.			X	-The student, with the aid of an RP, will read the classified ads by pointing out headings, and then reading those of interest to gain information needed for seeking the job.
	Basic Skills on the Job pp. 1 - 3 Be Informed Series Cebco/Standard Publishing Co.	X		These resources will assist the student in using classified ads when looking for employment.
	How to Get a Job and Keep it pp. 12 - 23 Steck-Vaughn Co. Austin, Texas	X		
	You and Your Job pp. 4,5,9,10 and 11 South-Western Publishing Co. Cincinnati, Ohio	X		
	Using the Want Ads pp. 5 - 36 Janus Book Publishers Hayward, California	X		
	I Want a Job pp. 9 - 12 Frank Richards Phoenix, New York	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.5 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Getting a Job pp. 49 - 56 Fearon Publishers Belmont, California	X		
	The Jobs You Get pp. 30 - 33 Follet Publishing Co. Chicago, Illinois	X		
	Classified Section Newspapers	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.6: Where is information on job requirements listed?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify common sources of job requirements.			X	-The student will discuss with an RP where to locate and secure information that is necessary for gaining employment such as: birth certificate, social security number, state employment laws, personal references.
		X	X	-The student, with the aid of an LC, will gather his own information and make a file folder in which to keep them. The RP will evaluate the items collected for the folder.
	Occupational Outlook Handbook U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212	X		These resources will assist the student in determining where information on job requirements are listed.
	Dictionary of Occupational Titles Volumes I and II Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		
	The Job Box Fearon Publishers Belmont, California	X		
	Semi-Skilled Careers Kit Careers Largo, Florida	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.6 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Education for Occupations Filmstrip-Cassette Eye Gate House Jamaica, New York 11435	X		
	Occupations 1 and 2 New Readers Press Syracuse, New York	X		
	Job Ticket Book Janus Book Publishers Hayward, California	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.7: What is the significance of references when seeking employment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the significance of references when seeking employment.			X	-The student, with the aid of an RP, will read anonymous letters of reference and discuss reasons for their use.
		X		-The student, with the aid of an LC, will compose a letter of reference for himself for a specific job.
	Getting a Job p. 46 Fearon Publishers Belmont, California	X		These resources will assist the student in becoming familiar with the significance of references when seeking employment.
	My Job Application File p. 20 Janus Book Publishers 25825 Mission Boulevard Hayward, California 94544	X		
	You and Your Job p. 39 South-Western Publishing Co. Cincinnati, Ohio	X		
	I Want a Job p. 13 Frank E. Richards Phoenix, New York	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.8: How is a letter of reference obtained?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will tell how to obtain a letter of reference.			X	-The student, with the aid of an RP, will discuss a proper procedure for obtaining a letter of reference.
		X		-The student, with the aid of an LC, will number in order the proper steps for obtaining a letter of reference.
		X		-The student, with the aid of an LC, will obtain a letter of reference for himself.
	(Same reference as on 2.1.7)	X		These resources will help the student to determine how a letter of reference is obtained.

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.9: How is a personal data sheet prepared?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will prepare a personal data sheet.			X	-The student, with the aid of an RP, will review sample personal data sheets.
		X		-The student, with the aid of an LC, will complete an LC prepared word find containing terms found on personal data sheets such as: Name, age, height, weight, address, phone number, work experience, date, education, memberships, interests.
		X	X	-The student, with the aid of an LC, will prepare a personal data sheet. The data sheet will be evaluated by the RP.
	Succeeding in the World of Work pp. 37 - 41 McKnight Publishing Co. Bloomington, Illinois	X		These resources will assist the student in becoming familiar with how a personal data sheet is prepared.
	Activities for Succeeding in the World of Work pp. 49 and 50 McKnight Publishing Co. Bloomington, Illinois	X		
	Resumes that Get Jobs Arco Publishing Co. 219 Park Ave. So. New York, NY 10003	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.9 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	You and Your Job p. 42 South-Western Publishing Co. Cincinnati, Ohio	X		
	How to Get a Job and Keep It pp. 10 and 11 Steck-Vaughn Company Austin, Texas	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.10: How is an application form completed?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will complete an application form.		X		-The student, with the aid of an LC, will complete a prepared application blank.
			X	-The student, with the aid of a personnel person, will complete a simple application form which is used by a business.
	Preparing for the World of Work pp. 54 - 63 F.R. Publications 705 Superior St. Merrill, Wisconsin 54452	X		These resources will assist the student in completing application blanks.
	My Job Application File pp. 20 - 48 Janus Book Publishers Hayward, California	X		
	Succeeding in the World of Work pp. 30 - 34 McKnight Publishing Co. Bloomington, Illinois	X		
	Activities for Succeeding in the World of Work pp. 31 - 38 McKnight Publishing Co. Bloomington, Illinois	X		
	You and Your Job pp. 49 - 78 South-Western Publishing Co. Cincinnati, Ohio	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1. 10 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Getting a Job pp. 67 - 76 Fearon Publishers Belmont, California	X		
	How to Get a Job and Keep It p. 29 - 36 Steck-Vaughn Company Austin, Texas	X		
	I Want a Job p. 14 - 16 Frank E. Richards Phoenix, New York	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.11: How is a letter of application written?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will write a letter of application.			X	-The student will discuss with a personnel person information to be included in a letter of application.
		X	X	-The student, with the aid of an LC, will list information which will be included in a letter of application for a specific job and then compose the letter, to be evaluated by the personnel manager at the site.
	Preparing for the World of Work pp. 43 - 53 F.R. Publications 705 Superior Street Merrill, Wisconsin 54452	X		These resources will assist the student in writing a letter of application.
	My Job Application File p. 23 Janus Book Publishers Hayward, California	X		
	Changing a Job pp. 34 and 35 Follet Publishing Co. Chicago, Illinois	X		
	Succeeding in the World of Work pp. 35 - 41 McKnight Publishing Co. Bloomington, Illinois	X		
	Activities for Succeeding in the World of Work pp. 39 - 48 McKnight Publishing Co. Bloomington, Illinois	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.11 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	You and Your Work pp. 35 - 48 South-Western Publishing Co. Cincinnati, Ohio	X		
	Getting a Job pp. 58 - 65 Fearon Publishers Belmont, California	X		
	How to Get a Job and Keep It pp. 24 - 28 Steck-Vaughn Co. Austin, Texas	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.12: What is appropriate behavior before, during and after an interview?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will illustrate appropriate behavior before, during and after an interview.			X	-The student will discuss with a personnel person appropriate behavior before, during and after an interview.
		X		-The student, with the aid of an LC, will answer yes-no questions concerning behavior before, during, and after an interview.
		X	X	-The student, with the aid of an LC, will role-play an interview scene. The RP will evaluate student behavior during the role playing.
	Preparing for the World of Work F.R. Publishers 705 Superior St. Merrill, Wisconsin 54452	X		These resources will assist the student in determining what is appropriate behavior before, during and after an interview.
	Janus Job Interview Guide pp. 5 - 16 Janus Book Publishers 25825 Mission Boulevard Hayward, California 94544	X		
	World of Work - Cassettes Set 2, Tape 1, "Contacting Job Interviews: Set 2, Tape 6, "Selling Yourself" Set 2, Tape 7, "The Positive Approach" Set 2, Tape 8, "Handling Difficult Questions" Set 2, Tape 9, "The Wrap Up" Mafex Associates, Inc. 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.12 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Job Interview "Three Young Women" Job Interview "Three Young Men" Films Learning Resource Center Arrowhead Area Education Agency Fort Dodge, Iowa 50501	X		
	You and Your Job pp. 79 - 92 South-Western Publishing Co. Cincinnati, Ohio	X		
	I Want a Job pp. 17 - 20 Frank E. Richards Phoenix, New York	X		
	The Jobs You Get pp. 10 - 17 Follett Publishing Co. Chicago, Illinois	X		
	How to Get a Job and Keep It pp. 37 - 46 Steck-Vaughn Co. Austin, Texas	X		
	Activities for Succeeding in the World of Work pp. 51-57	X		
	Succeeding in the World of Work pp. 42 - 49 McKnight Publishing Co. Bloomington, Illinois	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.12 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Getting a Job pp. 77 - 82 Fearon Publishers Belmont, California	X		
	Careers for All Plans and the Future pp. 61 - 69 74 - 80 Benefic Press Westchester, Illinois	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.13: What are major considerations in getting to your job?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify major considerations in getting to a job.			X	-The student, with the aid of an RP, will discuss major considerations in getting to a job such as: cost, types of transportation available, reliability of transportation, personal preferences.
		X		-The student, with the aid of an LC, will compare costs of various types of transportation available to specific job sites.
		X		-The student will read LC prepared case studies to identify major considerations in getting to a job.
	Consumer Skills pp. 130 - 157 Chas. A. Bennett Co., Inc. Peoria, Illinois 61614	X		These resources will assist the student in knowing what major considerations are in getting to your job.
	City Transportation System Cab Company Bus Transportation Walking Bicycling Motorcycle	X		
	Reading Schedules p. 50 - 63 Janus Book Publishers Hayward, California	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.1.0: Locating Work INTEREST AREA CE 2.1.14: How does one complete the necessary forms, e.g. social security, withholding, and union membership?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will complete social security, withholding, and union membership forms.			X	-The student, with the aid of an RP, will review sample completed social security, withholding and union membership forms.
			X	-The student, with the aid of an RP, will request social security, withholding and union membership forms and complete them.
	I Want a Job Transparencies #4 and 5 United Transparencies Inc. P.O. Box 888 Binghamton, New York	X		These resources will help the student to complete the necessary forms for beginning a job.
	Succeeding in the World of Work p. 219 McKnight Publishing Co. Bloomington, Illinois	X		
	The ABC's of Getting and Keeping a Job Filmstrip-Cassette 7 - 5 - B Eye Gate House Jamaica, New York 11435	X		
	The Role of the Union Filmstrip 2014A Educational Projections 3070 Lake Terrace Glenview, Illinois 60025	X		
	I Want a Job pp. 4 - 6 Frank E. Richards Phoenix, New York	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.1.14 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Help Yourself to a Job pp. 49 - 59 Finney Company 3350 Gorham Ave. Minneapolis, MN 55426	X		
	Job Hunting Know-How for Beginners pp. 12 and 13 Job Service of Iowa 1000 East Grand Ave. Des Moines, Iowa 50319	X		
	How to Get a Job and Keep It pp. 7 - 9 Steck-Vaughn Co. Austin, Texas	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning and Decision Making

SUBCONCEPT CE 2.2.0: Job Security and Mobility INTEREST AREA CE 2.2.1: What are the meanings of the terms equal rights, job status, roles, and discrimination?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will define equal rights, job status, roles and discrimination.			X	-The student will discuss with an RP the meaning of equal rights, job status, roles, and discrimination.
		X		-The student will complete an LC prepared fill-in-the-blank sheet defining the terms: equal rights, job status, roles, and discrimination.
		X		-The student will complete an LC prepared open-ended questionnaire concerning his feelings toward equal rights, job status, roles and discrimination.
	Websters New Collegiate Dictionary G. and C. Merriam Co., Publishers Springfield, Mass.	X		These resources will help the student determine the meaning of the terms: equal rights, job status, roles and discrimination.
	Consumer Skills Chas. A. Bennett Co., Inc. Peoria, Illinois 61614	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security and Mobility

INTEREST AREA CE 2.2.2: What can be done to prevent job termination?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain what can be done to prevent job termination.			X	-The student will interview several employers and personnel managers to find out what can be done to avoid job termination.
		X		-The student, with the aid of an LC, will review LC prepared case studies and determine what could be done to avoid job termination in specific instances.
	Don't Get Fired Janus Book Publishers Hayward, California	X		These resources will help the student to become familiar with techniques to prevent job termination.
	Succeeding in the World of Work pp. 78 and 79 McKnight Publishing Co. Bloomington, Illinois	X		
	Getting Along on the Job Filmstrip-Cassette Avid Corporation 10 Tripps Lane East Providence, RI 02914	X		
	Keeping A Job Filmstrip-Booklet 2012 A and B Educational Projections Corp. 3070 Lake Terrace Glenview, IL 60025	X		
	How to Get a Job and Keep It pp. 54 and 55 Steck-Vaughn Austin, Texas	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.2.2 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab	Com.	LEARNING ACTIVITY
	(continued)			
	I Want a Job pp. 25 - 34 Frank E. Richards Phoenix, New York	X		
	You and Your Job pp. 93 - 103 South-Western Publishing Co. Cincinnati, Ohio	X		
	On the Job pp. 19 - 34 Frank E. Richards Publishing Co., Inc.	X		
	World of Work Cassette - The Magic Words that get you fired Mafex Associates, Inc. 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	Job Attitudes Part II Filmstrip-Cassette Creative Visuals Box 1911 Big Springs, Texas	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.3: How does one move from one job to a similar job at the same site or to another site?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain procedures necessary for moving from one job to a similar job at the same site or another site.			X	-The student will interview three co-workers and the RP to find out the appropriate procedures for moving from one job to another.
		X		-The student, with the aid of an LC, will list steps necessary for changing jobs and then role-play some situations.
	Changing a Job Follett Publishing Co. Chicago, Illinois	X		These resources will help the student to become familiar with how one moves from one job to a similar job at the same site or another site.
	Careers for All Plans and the Future pp. 111 - 114 Benefic Press Westchester, Illinois	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility INTEREST AREA CE2.2.4: What is job advancement as it relates to a new job at the site or at another site?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain aspects of job advancement.			X	-The student will interview employers to find out how one could work toward job advancement in various situations.
		X		-The student, with the aid of LC prepared questions, will discuss, with the RT, things to do to encourage and discourage job advancement.
		X		-The student will answer LC prepared yes/no questions concerning aspects of job advancement.
	Job Attitudes Importance of Attitudes parts II and III Box 191 Big Spring, Texas	X		These resources will help the student to determine what job advancement is as it relates to a new job at the site or at another site.
	Succeeding in the World of Work pp. 63 - 73 McKnight Publishing Co. Bloomington, Illinois	X		
	World of Work Cassette - Booklet Promotions Mafex Associates, Inc. 90 Cherry Street - Box 519 Johnstown, PA 15907	X		
	How to Get a Job and Keep It pp. 56 and 57 Steck-Vaughn Co. Austin, Texas	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.2.4 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Careers for All Plans and the Future pp. 95 - 99 Benefic Press Westchester, Illinois	X		
	Activities for Succeeding in the World of Work pp. 75 - 81 McKnight Publishing Co. Bloomington, Illinois	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility INTEREST AREA CE 2.2.5: What types of behaviors are associated with job security?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify types of behaviors associated with job security.			X	-The student, with the aid of an RP, will discuss with several employers types of behaviors associated with job security.
		X		-The student will complete an LC prepared check list of types of behaviors which are and are not associated with job security.
		X		-The student will complete an LC prepared open-ended questionnaire concerning his behavior related to job security.
	How to Get a Job and Keep It p. 54 Steck-Vaughn Co. Austin, Texas	X		These resources will assist the student to determine what types of behaviors are associated with job security.
	Getting a Job p. 88 Fearon Publishers Belmont, California	X		
	You and Your Job I.G. Ferguson Publishing Co. Chicago, Illinois	X		
	Activities for Succeeding in the World of Work pp. 59 - 73 McKnight Publishing Co. Bloomington, Illinois	X		
	Succeeding in the World of Work pp. 53 - 62 McKnight Publishing Co. Bloomington, Illinois	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.2.5 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	Keeping a Job 2012 A and B Educational Projections Corp. 3070 Lake Terrace Glenview, Illinois 60025	X		
	The ABC's of Getting a Job Filmstrip - Cassette 7-5-D Eye Gate House Jamiaca, New York 11435	X		
	Getting Along on the Job Filmstrip - Cassette Parts I - IV Avid Corporation 10 Tripps Lane Providence, RI 02914	X		

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE: 2.2.0: Job Security & Mobility INTEREST AREA CE 2.2.6: What is the role of education and training in career development?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain the role education and training play in career development.			X	-The student, with the aid of an RP, will discuss with employers requirements concerning education and training for a given job in their businesses.
		X		-The student, with the aid of LC prepared case studies, will discuss the role of education and training in specific careers.
		X		-The student will complete an LC prepared questionnaire concerning his feelings toward education and training related to career development.
	The Job Box Fearon Publishers Belmont, California	X		These resources will help the student to determine what the role of education and training is in career development.
	Careers For All Pland and the Future p. 43 - 52 Benefic Press Westchester, Illinois	X		
	Facing Facts About Career Opportunities for the High School Graduate The Prudential Insurance Co. of America Mid-America Home Office Prudential Plaza Chicago, Illinois 60601	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.2.6 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued)			
	I Quit Illinois Office of Education 100 North First Street Springfield, Illinois 62777	X		
	Training for a Job Follett Publishing Company Chicago, Illinois	X		

SUBJECT Career Education | CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility | INTEREST AREA CE 2.2.7: What training or education is needed for planning a career in a given interest area?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will state training or education needed for planning a career in a given interest area.			X	-The student will discuss with a Job Service employee or guidance counselor, training or education needed for planning a career in a given interest area.
		X		-The student, with the aid of an LC and LC prepared case studies, will determine the training and education needed for planning specific careers.
	Occupational Outlook Handbook U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212	X		These resources will assist the student in determining what training or education is needed for planning a career in a given interest area.
	The Job Box Fearon Publishers Belmont, California	X		
	Semi-Skilled Careers Kit Careers Largo, Florida	X		
	Career Information Systems of Iowa Iowa Dept. of Public Information Grimes State Office Building Des Moines, IA 50319	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning and Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.8: Where can appropriate training or education for a given job be obtained?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will identify places for obtaining appropriate training or education for a specific job.		X		-The student will discuss with a guidance counselor, places for obtaining training or education for specific jobs.
			X	-The student will interview the RP to determine and list the needed training/education needed for the RP's job.
		X		-The student, with the aid of an LC, will match jobs with job training centers.
	Appropriate material from educational institutions: Community Colleges Vocational-Technical Schools Rehabilitation and Educational Service Branch Goodwill Centers Sheltered Workshops Activity Centers National Association for Retarded Citizens Iowa Department of Public Instruction Area V Manpower Programs	X		These resources will assist the student in determining where appropriate training or education for a given job can be obtained.

SUBJECT Career Education CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility INTEREST AREA CE 2.2.9: What is the approximate cost of training or education for a chosen occupation?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will compute approximate costs of training or education for a specific occupation.		X		-The student, with the aid of a guidance counselor, will secure cost figures and compute approximate total cost of training or education for a job in his interest area. Costs may include: Lodging, food, transportation, additional clothing requirements, equipment, books, tuition, and miscellaneous for a specified time.
	Appropriate material from educational institutions: Community Colleges Vocational-Technical Schools Rehabilitation and Educational Service Branch Goodwill Centers Sheltered Workshops Activity Centers National Association for Retarded Citizens Iowa Department of Public Instruction Area V Manpower Programs	X		These resources will assist the student in determining the approximate cost of training or education for a chosen occupation.

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.10: What are the sources of financial help for education and training?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab	Com.	LEARNING ACTIVITY
The student will list sources of financial help for education and training.		X		-The student will discuss with a guidance counselor sources of financial help for education and training.
		X		-The student will gather pamphlets concerning sources of financial help for education and training and prepare a collage or bulletin board.
	Appropriate materials from educational institutions such as: Community Colleges Vocational-Technical Schools Rehabilitation and Educational Service Branch Iowa Department of Public Instruction National Association for Retarded Citizens Area V Manpower Programs	X		These resources will assist the student in locating the sources of financial help for education and training.

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.11: What types of training for a specific job are transferable to other jobs?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list types of training for a specific job that are transferable to other jobs.			X	-The student will discuss with a guidance counselor or personnel person, types of training for a specific job that are transferable to other jobs.
		X		-The student will complete an LC prepared check list of types of training that are transferable to various jobs.
	Careers for All Alike and Different pp. 84 - 87 Benefic Press Westchester, Illinois	X		These resources will help the student determine what types of training for a specific job are transferable to other jobs.
	Occupational Outlook Handbook Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		
	Dictionary of Occupational Titles Volumes I and II Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		
	Careers for All Plans and the Future pp. 126 - 185 Benefic Press Westchester, Illinois	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.12: How can current information on careers related to the chosen career be obtained?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list sources of current information on related occupations.		X		-The student will visit with a guidance counselor and record sources of current information on related occupations available in a specific career area.
	The Job Box Fearon Publishers Belmont, California	X		These resources will assist the student to determine how current information on careers related to the chosen career can be obtained.
	Careers for All Alike and Different pp. 84 - 87 and 98 - 102 Benefic Press Westchester, Illinois	X		
	Occupational Outlook Handbook Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		
	Dictionary of Occupational Titles Volumes I and II Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		
	Semi-Skilled Careers Kit Careers Largo, Florida	X		
	(continued on next page)			

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA CE 2.2.12 (continued)

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
	(continued) Careers for All Plans and the Future pp. 126- 185 Benefic Press Westchester, Illinois	X		
	Student Career Guide Experience Based Career Education Iowa Department of Public Instruction State of Iowa Des Moines, IA 50319	X		

SUBJECT Career Education

CONCEPT CE 2,0,0: Career Planning & Decision Making

SUBCONCEPT CE 2,2,0: Job Security & Mobility

INTEREST AREA CE 2,2,13: What is the immediate future for one in a specific job?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will describe the immediate future for one in a specific job.			X	-The student will visit with a Job Service employee to determine the immediate future for someone in a specific job.
			X	-The student will discuss with the RP, the future of the jobs in which the student is interested.
	The Job Box Fearon Publishers Belmont, California	X		These resources will assist the student in determining the immediate future for one in a specific job.
	Occupational Outlook Handbook Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		
	Semi-Skilled Careers Kit Careers Largo, Florida	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.14: How can one determine the labor market projections for a career 5, 10 or 20 years from now?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will determine labor market projections for futures in a specific career 5, 10 and 20 years from now.			X	-The student will discuss the future of specific careers or jobs with an employer in each area at the site.
		X		-The student, with the aid of an LC, will discuss labor market projections for futures in a career of interest 5, 10 and 20 years from now.
	Occupational Outlook Handbook U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212	X		These resources will assist the student in determining the labor market projections for a career 5, 10 or 20 years from now.
	Dictionary of Occupational Titles Volumes I and II Superintendent of Documents U.S. Government Printing Office Washington, DC 20402	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.15: How can one determine which related occupations are projected in a chosen career 5, 10 or 20 years from now?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list related occupations which are projected for a specific career 5, 10 and 20 years into the future.			X	-The student, with the aid of an RP, will discuss and record the related occupations which are projected for a specific career area 5, 10 and 20 years from now with a counselor at the Job Service of Iowa.
		X		-The student, with the aid of an LC, will prepare a bulletin board depicting related occupations which will probably exist 5, 10 and 20 years from now.
	Occupational Outlook Handbook U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212	X		These resources will assist the student in determining which related occupations are projected in a chosen career 5, 10 or 20 years from now.
	Job Service of Iowa 1000 East Grand Avenue Des Moines, IA 50319	X		

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.16: What occupations have become obsolete because of advances in human/scientific technology?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will list occupations which have become obsolete because of advances in human/scientific technology.			X	-The student will interview three retired businessmen to find out some occupations which have become obsolete because of advances in human/scientific technology.
		X		-The student, with the aid of an LC, will complete an LC prepared check sheet listing ongoing and obsolete occupations.
			X	-The student, with the aid of an LC, will prepare a poster depicting obsolete occupations.
	Occupational Outlook Handbook U.S. Department of Labor Bureau of Labor Statistics Washington, DC 20212	X		This resource will help the student to determine what occupations have become obsolete because of advances in human/scientific technology.

SUBJECT Career Education

CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility

INTEREST AREA CE 2.2.17: What is the Equal Opportunity Employment Act in relation to employment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will relate the equal rights amendment to employment.			X	-The student will visit with several co-workers, personnel counselors, and employers to find out how the equal rights amendment relates to employment.
		X		-The student, with the aid of an LC, will write a paragraph summarizing the relationship of the E.R.A. to employment.
	Newspapers Magazines	X X		By reading current event articles, the student will become familiar with the Equal Opportunity Employment Act.

SUBJECT Career Education | CONCEPT CE 2.0.0: Career Planning & Decision Making

SUBCONCEPT CE 2.2.0: Job Security & Mobility | INTEREST AREA CE 2.2.18: How might the sources of energy affect future employment?

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY
The student will explain how the sources of energy affect future employment.			X	-The student will interview several businessmen to find out how the sources of energy affect future employment.
		X		-The student, with the aid of an LC, will prepare a bulletin board depicting sources of energy and jobs affected.
	Newspapers	X		By reading current event articles, the student will become familiar with the effects of energy on future employment.
	Magazines	X		

SUBJECT _____ CONCEPT _____

SUBCONCEPT _____ INTEREST AREA _____

INSTRUCTIONAL OBJECTIVES	RESOURCE	Lab.	Com.	LEARNING ACTIVITY